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ABSTRACT

The Future Farmers of America (FFA) have been devoting a great deal of effort to identifying in performance terms the competencies related to personal development. This leaflet was written for vocational agriculture teachers, to provide a systematic approach to personal development through relevant FFA activities. Performance objectives are presented in the areas of: leadership, communications, citizenship, service to others, social skills, individual adjustment, and management of financial resources. For each of these performance objectives, suggestions are made as to tasks to be performed, competencies to be achieved, and student activities. They are followed by detailed suggestions for teacher responsibilities and activities to assure student competencies in each of the seven areas. (BP)

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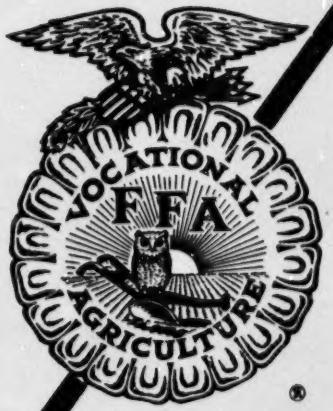
The New FFA



•student performance objectives

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Performance Objectives

Guidelines for use by FFA members, Advisors, Teacher Educators and State Supervisory Staff for the development of knowledge and skills for personal development in Students of Vocational Agriculture.

The Performance Objectives have been developed by National Officers, Teachers, Teacher Educators, State Executive Secretaries and State Supervisors.

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Using FFA for Personal Development

Agricultural educators have long recognized that participation in FFA activities has contributed to the personal development of members. The FFA, as an integral part of the instructional program, serves as a laboratory providing students the opportunity to refine and develop knowledges and skills related to personal development taught in the agricultural classroom. The opportunity can be provided for students of all abilities and interests to progress by participating in FFA activities.

Recently, a great deal of effort has been devoted to identifying in performance terms the competencies related to personal development. The life tasks which graduates of our program will assume were used as a point of reference for the identification of performance characteristics. It was recognized that each individual would be expected to progress at his own rate and as far as his abilities and experiences would permit in developing the many competencies identified. An attempt has been made to state the characteristics in performance terms.

In recent years, much work in education has focused on stating objectives or standards in terms which imply action or performance. Such terms as performance objectives, performance goals, performance standards and behavioral objectives have been used to identify these efforts. The purpose of stating characteristics in performance terms is to communicate to teachers, students and others, expected outcomes which can be attained and measured.

The following performance characteristics are refinement of characteristics developed by an ad hoc committee which met at the National FFA Center in January of 1972. Refinements were made at the National FFA Seminar attended by representatives from 48 states and Puerto Rico in March of 1972. In June of 1972 an ad hoc committee met in Columbus, Ohio to finalize the list of competencies and to add suggested student activities.

It is hoped that the list of competencies and activities will be useful to teachers in planning for and integrating FFA activities into the instructional program. These objectives should also be useful in communicating to students, parents, and teachers activities which are related to the instructional program.

In establishing these objectives for personal development the committees operated under the following assumptions:

1. The FFA is an integral part of the total instructional program in agricultural education.

2. The role of the FFA in the instructional program is:

   a. To Develop Personal Growth
   b. To Motivate
   c. To Recognize
   d. To Publicize
   e. To Explore Career Opportunities

3. The following performance characteristics relate to the developmental phase of the FFA function.

4. The FFA should be the vehicle to aid in developing the characteristics identified.

5. The committee recommends that the tasks identified should be considered as competencies necessary to be a contributing member of society.

To the teacher of Vocational Agriculture

There is no doubt that teachers of vocational agriculture have looked at the training program in personal development and have wondered if the emphasis is in the correct areas. In your use of the FFA program as a personal training device, perhaps you have questioned if too much or too little time has been devoted in this area.

Recently, a national effort has been made to give instructors of vocational agriculture, regardless of experience or background, needed guidelines in formulating an effective FFA program. These guidelines in the form of performance objectives will provide sound educational training in leadership, communications, citizenship, service to others, individual adjustment, social skills, and management of financial resources. This new approach to teaching FFA as a part of your classroom instruction will enrich the students' learning, by doing. This is an effort to involve all of your students at some level of functioning in an organized group's activities, the FFA.

This material was written to provide a systematic approach to personal development through relevant FFA activities.

HERE'S HOW ..... It provides a step by step procedure that shows the task to be performed, competencies to be achieved by the students, activities for the student to perform, and the teachers' responsibilities.

HERE'S HOW ..... It provides a guide for the teacher, regardless of his previous training, with a usable "tool" by which he can provide sound educational training to students in a classroom situation.

HERE'S HOW ..... It provides the vehicle for accomplishing the involvement of all students in meaningful personal development activities.

HERE'S HOW ..... It provides a means for all potential FFA members to be involved, and individual effort be recognized through the FFA awards and degree programs.

HERE'S HOW ..... It provides a dynamic and effective teaching tool that supplements the instruction and motivates the student to a more meaningful educational experience.

HERE'S HOW ..... It provides a means of teaching such evasive areas as leadership, character, service, citizenship and other personal characteristics.

HERE'S HOW ..... It provides the teacher with suggested classroom and chapter activities, as well as usable references.

HERE'S HOW ..... It provides a guide for the teacher's responsibilities in carrying out this program.

HERE'S HOW ..... It provides a means where you can evaluate teaching effectiveness.

For the benefit of all vocational agriculture students, you are urged to give this new approach an opportunity to prove its value. As a teacher on the committee, I am sure you and your students will find the results rewarding.

Performance Objectives on Student Personal Growth

AREA **Leadership**

TASK TO BE PERFORMED	COMPETENCIES TO BE ACHIEVED	STUDENT ACTIVITIES
1. Function as a contributing member	1. Participate in establishing goals for the organization 2. Participate in establishing priorities for the organization. 3. Employ change strategies in meeting organizational goals. 4. Promote the ways and means of the organization. 5. Communicate ideas and information to the group. 6. Respect rights and dignity of others. 7. Accept and support the majority of decisions of the group. 8. Show strength of convictions. 9. Keep other members (co-workers, advisor) informed.	1. Attend and participate in meetings. 2. Identify the characteristics of a good meeting. 3. Plan, conduct and participate in leadership workshops. 4. Develop and review performance standards for local FFA officers. 5. Prepare and participate in parliamentary procedure demonstrations. 6. Participate in leadership activities above the chapter level. 7. Learn about the FFA and its operation. 8. Learn about the FFA Foundation. 9. Participate in the planning and successful completion of the chapter program of activities.
2. Participate in deliberation of a business meeting of the organization.	1. Learn to apply the principles of parliamentary procedure. 2. Express ideas in written and verbal form as required in a business meeting.	1. Study and practice parliamentary procedure. 2. Prepare for and participate in parliamentary procedure demonstrations. 3. Attend and participate in chapter meetings. 4. Learn recommended procedures for planning and conducting chapter meetings as stated in the official FFA Manual. 5. Observe or participate in organizational meetings in addition to FFA meetings. (School, church, farm organizations, and youth organizations.)
3. Serve as a committee member.	1. Attend assigned committee meetings. 2. Gather information and materials upon which to make and present judgments. 3. Evaluate information and materials and share in formulating decisions. 4. Complete committee assignments and work responsibilities promptly.	1. Accept an FFA committee assignment suited to interest and ability. 2. Identify the functions and purposes of the committee. 3. Prepare written and oral committee reports. 4. Present a committee report at a regular chapter meeting.

TASK TO BE PERFORMED	COMPETENCIES TO BE ACHIEVED	STUDENT ACTIVITIES
4. Serve as a committee chairman.	1. List the responsibility of committee assignments. 2. Select time and place of meetings. 3. Prepare an agenda for the committee meeting. 4. Inform committee members of their role and responsibilities. 5. Insure that the democratic process is observed. 6. Make individual member assignments. 7. Be sure oral and/or written committee recommendations are presented at a regular meeting. 8. Make periodic assessment of progress. 9. Secure cooperation of committee members.	1. Learn the duties and responsibilities of a committee chairman. 2. Serve as a FFA committee chairman. 3. Observe other committee chairmen. 4. Participate in special training programs for committee chairmen. 5. Present a committee report at a regular chapter meeting. 6. Prepare written and oral committee reports.
5. Serve as an Officer.	1. Learn officers' parts for all ceremonies and rituals. 2. List duties of the chapter office to which elected. 3. Perform the duties of the office to which elected. 4. Delegate responsibilities. 5. Represent the organization at special occasions. 6. Keep members and co-workers (advisor) informed. 7. Coordinate the work of the organization as an executive committee member.	1. Identify the functions and purposes of the committee. 2. Present committee reports at a regular meeting. 3. Learn recommended procedures for planning and conducting chapter meetings as stated in the official FFA manual. 4. Participate in orientation session for new officers. 5. Visit appropriate officers in community organizations. 6. Plan and post agenda in advance of regular chapter meetings. 7. Participate in or observe FFA executive meeting. 8. Coordinate the chapter program of activities and have completed by October 15.
6. Participate in Creed speaking.	1. Learn the FFA Creed. 2. Apply the FFA Creed to daily living activities.	1. Participate in as many Creed speaking contests as possible. 2. Answer questions on meaning of Creed.

AREA Communications

1. Communicate with others personally.	1. Communicate verbally in a one to one situation.	1. Start a conservation with peers and adults. 2. Listen to and respond to conversation. 3. Give instructions. 4. Make a request.

TASK TO BE PERFORMED	COMPETENCIES TO BE ACHIEVED	STUDENT ACTIVITIES
	2. Communicate verbally in a group discussion on a given subject.	1. Organize facts and thoughts for presentation to a group. 2. Listen and respond during a discussion. 3. Demonstrate desirable method of presentation of awards.
	3. Conduct a telephone conversation.	1. Learn to initiate a telephone conversation (long distance). 2. Learn to answer the telephone in a business manner. 3. Learn to listen to a telephone conversation and formulate a response. 4. Learn to terminate a telephone conversation courteously. 5. Learn to take a telephone message and deliver it to intended receiver.
2. Present information to a group.	1. Gather, organize and present information and ideas.	1. Make a presentation to a class. 2. Participate in chapter public speaking contest. 3. Participate in a radio or other media presentation. 4. Speak on the program for a community service organization.
	2. Present ideas in a question and answer situation.	1. Initiate questions or statements. 2. Listen to and formulate responses to a question or statement.
3. Communicate clearly in written form.	1. Organize thoughts in logical sequence. 2. Present thoughts in a written form. 3. Learn to handle correspondence.	1. Write invitations. 2. Write a thank you note. 3. Write a business letter to sell a chapter product. 4. Write accurate minutes for a FFA chapter meeting. 5. Present a committee report in written form. 6. Write a news article on a chapter activity. 7. Prepare a radio script on a chapter activity. 8. Participate in writing the chapter program of activities. 9. Make application for an advanced FFA degree or FFA proficiency award. 10. Write a letter of application.

TASK TO BE PERFORMED	COMPETENCIES TO BE ACHIEVED	STUDENT ACTIVITIES
AREA **Citizenship**		
1. Be a contributing member of our society at the local, state and national level.	1. Be informed on issues and candidates. 2. Attend local citizens' meetings. 3. Formulate judgments. 4. Voice judgments and opinions at public meetings. 5. Register to vote. 6. Abide by the wishes of the majority, i.e., laws, legislations, and statutes.	1. Participate fully in the activities of the FFA chapter. 2. Organize and conduct a chapter meeting. 3. Use appropriate resource personnel in becoming informed on issues. 4. Donate blood (if eligible).
2. Cooperate with others in group activities.	1. Work on a group project within the FFA Organization. 2. Work on a group project with another organization. 3. Complete assignments given by the organization's leaders.	1. Practice cooperative efforts through FFA activities. 2. Participate in joint activities with other organizations. 3. Invite service organizations to help determine community needs. 4. Evaluate community needs, establish goals for and carry out a committee project.
3. Members assume their fair share of the responsibilities of the organization.	1. Attend meetings regularly. 2. Participate in activities of the organization. 3. Perform the duties of membership within the limits of abilities, i.e., financial and personal effort.	1. Attend and participate in chapter meetings. 2. Plan, conduct, and participate in leadership workshops. 3. Participate in leadership activities above the chapter level. 4. Participate in planning and successfully completing the FFA chapter program of activities.
4. Respect national symbols and customs.	1. Show respect for the Flag and National Anthem. 2. Respect national monuments and symbols.	1. Properly give pledge of allegiance. 2. Learn and practice the proper manner to care for and respect the Flag. 3. Learn the proper use of the FFA jacket and emblem. 4. Wear and display the FFA emblem and apparel properly. (Page 14, FFA Manual)
5. Respect the rights of others	1. Practice tolerance and show courtesy to others, i.e., religious, ethnical, minority.	1. Practice the FFA Code of Ethics. 2. Keep prejudices to yourself.
6. Respect, maintain, and improve the environment.	1. Identify the responsibilities of the individual and group in maintaining and improving the environment.	1. Participate in needed programs to improve the environment plans.

TASK TO BE PERFORMED	COMPETENCIES TO BE ACHIEVED	STUDENT ACTIVITIES
	2. Practice proper disposal of waste materials.	2. Participate in a Building Our American Communities Program. 3. Improve the community through approved resources renewal practices. 4. Initiate and/or participate in an annual "Community Clean-up Day". 5. Express new ideas to your advisor and chapter and take part in "follow up" in planning and action.
AREA **Service to Others**		
1. Service to individuals.	1. Identify individual needs. 2. Identify resources and abilities available to meet these needs. 3. Contribute physical, financial, and/or intellectual support.	1. Establish and use action groups.
2. Service to the community, i.e., local, state, national.	1. Identify both formal and informal community structure. 2. Identify personal abilities which can be utilized in the community. 3. Identify the resources of the community. 4. Identify the needs of the community. 5. Contribute physical, intellectual, and financial assistance in service to the community.	1. Cooperate with a local alumni association of the FFA. 2. Participate in National Safety Program. 3. Participate in the BOAC Program. 4. Participate in a program to assist the less fortunate (aged, handicapped, etc.)
3. Service to international agriculture.	1. Identify the organizations seeking aid for international agriculture. 2. Identify the needs of agriculture on an international level. 3. Contribute assistance to international programs in agriculture.	1. Participate in the FFA work exchange program abroad. 2. Provide assistance to AFS and other world organizations. 3. Provide assistance to developing youth organizations in foreign countries. 4. Invite international exchange students and leaders to FFA activities.
AREA **Social Skills**		
1. Make introductions.	1. Introduce yourself to another person. 2. Introduce an older person to a younger person. 3. Introduce a person of higher position to another person. 4. Introduce a lady to a gentleman. 5. Introduce a person or speaker to a group. 6. Introduce one person to another of equal status.	1. Use role playing. 2. Develop and practice in a simulated situation. 3. Introduce people at FFA meetings, banquets, and other situations. 4. Use opportunities at State FFA Camp and leadership training sessions.

TASK TO BE PERFORMED	COMPETENCIES TO BE ACHIEVED	STUDENT ACTIVITIES
	7. Introduce a group to a group.	
2. Use correctable manners.	1. Use accepted procedures of seating guests and self. 2. Sit properly at the table. 3. Use tableware in an accepted manner. 4. Follow acceptable table etiquette. 5. Start and carry on conversations. 6. Properly order and select a meal from a menu. 7. Practice methods of paying check and tipping.	1. Have demonstration on proper table manners. 2. Practice in simulated situations. 3. Participate in chapter sponsored social activity at which proper etiquette can be practiced.
3. Use courtesies with others.	1. Write letters of sympathy, congratulations, and thank you. 2. Properly address a person and use appropriate language. 3. Assist individuals in seating, passing through doors, and with their coats. 4. Respect the rights and property of others. 5. Acknowledge other individuals or groups. 6. Recognize the prerogative of the speaker. 7. Extend courtesies to individuals who are speaking. 8. Stand when ladies, distinguished guests, etc. enter the room. 9. Be pleasant and cordial with others.	1. Write letters to sponsors and people who provide support and assistance. 2. Use the buddy system in helping other members.
4. Present self in an acceptable manner.	1. Practice personal hygiene that will facilitate acceptance by others and be beneficial to good health. 2. Dress properly for the occasion. 3. Practice proper posture.	1. Use the official FFA dress when appropriate. 2. Discuss personal habits, etc., at FFA camp, state conventions, and leadership congress.
5. Converse in an acceptable manner.	1. Identify and use acceptable conversational techniques with: a. Persons of equal status. b. Older or younger persons. c. Persons of higher authority. d. Persons of opposite sex.	1. Use role playing, tape recorders, radio, TV, parliamentary procedure, and public speaking. 2. Use State officers, National Officers, and collegiate groups.
AREA **Management of Financial Resources**		
1. Appraise one's financial standing.	1. Inventory all assets and liabilities. 2. Analyze financial standings.	1. Calculate net worth statement. 2. Establish personal financial filing system.

TASK TO BE PERFORMED	COMPETENCIES TO BE ACHIEVED	STUDENT ACTIVITIES
	3. Inventory resources periodically.	3. Examine net worth statements of past members. 4. Use local bankers and other credit personnel.
2. Prepare a personal budget.	1. Identify expenses and receipts. 2. Analyze business trends. 3. Establish priorities.	1. Prepare cash flow chart (expenses and receipts.)
3. Accumulate equity to finance activities.	1. Make investments and purchases for financial advantagement. 2. Earn sufficient money to finance activities. 3. Make financial growth from year to year.	1. Prepare net worth statement. 2. Use enterprise record analysis. 3. Use award programs. 4. Prepare chapter budget.
4. Establish and maintain a satisfactory credit rating.	1. Examine existing credit practices and laws. 2. Establish an account in a financial institution. 3. Accept responsibility of financial obligation.	1. Prepare a financial statement. 2. Use personnel from a credit bureau. 3. Establish a savings and/or checking account. 4. Participate in a chapter loan or cooperative activity.
AREA **Individual Adjustment**		
1. Take a personal inventory.	1. Complete a personal data form. 2. Identify personal attributes and abilities. 3. Identify personal achievements and accomplishments. 4. Analyze personal relationships with school and community organizations. 5. Identify personal likes and dislikes. 6. Analyze relationships with peer and adult groups.	1. Obtain and use personal inventory check list. 2. Prepare a resume including work experience and educational background. 3. Complete personal quiz on your abilities.
2. Develop an improved self image.	1. Succeed at one or more activity. 2. Apply strong points in improving self image. 3. Strengthen weak points in improving self image.	1. Chapter provide at least one activity that <u>all</u> students can participate in. 2. Select and participate in an activity suited to a student's ability. 3. Have a local recognized actions' program for FFA achievement.
3. Determine future goals. (Life style)	1. Determine personal limitations. 2. List personal goals.	1. Take vocational interest test. 2. Participate in a school career program. 3. Talk with successful persons in the chosen occupational fields. 4. Set longtime FFA goals in terms of degree advancement and foundation awards by years.

TASK TO BE PERFORMED	COMPETENCIES TO BE ACHIEVED	STUDENT ACTIVITIES
4. Maintain a positive attitude toward work.	1. Demonstrate personal integrity. 2. Attain job satisfaction. 3. Prepare and qualify for job advancement. 4. Organize work activities.	1. Become aware of opportunities for continuing education. 2. FFA chapter tour of local agribusiness. 3. Talk to an FFA alumni. 4. Participate in an occupational experience program (co-op or laboratory.) 5. Role play a job situation.
5. Demonstrate personal integrity.	1. Be honest and dependable in: a. Handling of funds. b. Keeping accurate records. c. Purchasing supplies. 2. Be loyal. 3. Be cooperative. 4. Arrive at a decision. 5. Exhibit good sportsmanship. 6. Be punctual at all appointments. 7. Carry tasks and assignments to completion. 8. Be accountable for personal actions. 9. Show respect for the rights of others. 10. Attempt to rectify wrong actions.	1. Participate in FFA activities that develop integrity and responsibility.
6. Develop initiative.	1. Involve oneself in activities in harmony with personal and chapter goals. 2. Develop a positive attitude.	1. Become acquainted with and apply for FFA Foundation awards. 2. Participate in FFA activities. 3. Use positive attitudes that demand the best of personal ability and are beneficial to peers.
7. Function as an acceptable member of society.	1. Develop necessary social abilities to become successful in occupation of his choice. 2. Identify and select groups with which to associate. 3. Identify and select behaviors accepted by a group(s).	1. Identify groups within your school. 2. Become acquainted with local, state, and national FFA officer(s). 3. Attend career show at National FFA Convention.
8. Manage use of time.	1. Identify individual goals. 2. Determine available time. 3. Establish priorities for use of time. 4. Evaluate use of time.	1. Keep a diary of time usage for a given duration on Supervised Occupational Experience Program. 2. Analyze time usage record for improvement and establish priorities. 3. Keep a usage chart of recreational activities.

Suggested Teacher Responsibilities and Activities to Assure Student Competencies in Performance Objectives

LEADERSHIP

1. Set up a demonstration meeting in the different vocational agriculture classes to provide participation and discussion by students. (Make sure every member has an input in planning the program of activities.)
2. Make sure that each student (especially in the freshman class), has an opportunity to serve as chairman, as well as a committee member, so that members move motions and discuss motions.
3. Organize committees in each class and have them demonstrate how a committee works, the responsibilities of the chairman and the responsibilities of the members.
4. Organize and conduct demonstrations in leadership for community groups or high school classes.
5. Teach parliamentary procedure in a systematic organized method.
6. Conduct meetings using parliamentary procedure.
7. Conduct an "officers' retreat" using immediate past and new officers.
8. Promote a chapter award in leadership development, using a point system.
9. Conduct a chapter quiz on FFA.
10. Provide for an officer exchange between chapters.
11. Use junior or assistant officers.
12. Provide wide use of as many members as possible at chapter banquets.
13. Attend National Chapter Officers' Conference.
14. Provide officer "kits."
15. Effectively use an executive committee in an organized, systematic manner for each chapter meeting.
16. Instill pride in officers through proper dress, use of Code of Ethics, and performance.
17. Use "Big Brother" method of helping members needing incentive.
18. Keep an accurate record of members' accomplishments in leadership.
19. Understand the meaning of leadership, be a good leader, promote leadership development in members and keep the school administrator fully informed.
20. Know the Creed.
21. Promote the BOAC program.
22. Promote the Safety program.
23. Make certain the chapter meets regularly.
24. Attend State and National conventions.
25. Teach the fundamentals of the FFA Foundation and its importance to FFA members.
26. Teach a unit relating to desired competencies (behavior objectives) in leadership.
27. Use Chapter Guide to FFA Activities.
28. Set up offices for different taxonomy groups where appropriate and insure communications between the groups of officers of each.

COMMUNICATIONS

1. Teacher be competent in communications and understand its importance.
2. Make use of the Bell Telephone Company's training aids, or those of the company which services your particular area in teaching a unit on correct telephone usage.
3. Use magazines and have each student report on an article. This will be especially good for freshmen.
4. Use appropriate ideas in "How to Win Friends and Influence People" and "Effective Speaking" by Dale Carnegie.
5. Make appropriate contacts in community to use effectively in "telling the FFA story," FFA achievements, etc. (radio, TV, service clubs).

COMMUNICATIONS (continued)

6. Teach "effective communications" through giving special (oral) reports, Creed speaking, and participate in the National Public Speaking Contest.
7. Work with other high school teachers, such as the English teacher.
8. Hold a "Chapter Speech Clinic."
9. Participate in the National Chapter Leadership Conference.
10. Hold a Chapter Creed Speaking Contest for Greenhands.
11. Use Farm Journal tapes of the National Public Speaking Contest.
12. Plan and conduct demonstrations.
13. Have members write FFA news articles.
14. Promote high standards for penmanship, speaking, etc. (teacher set an example).
15. Demonstrate speaking ability as need arises (community clubs, etc.).
16. Use State officer as speaker at banquet or other important functions.
17. Provide practice for each student in different areas of communication.
18. Get all students involved.
19. Use Chapter Guide to FFA Activities.

CITIZENSHIP

1. Invite a member of the legislature, other resource persons or agencies to speak to students at an FFA meeting or to the classes.
2. Teach cooperatives as part of credit or grain marketing. Divide the class into "the ways of doing business," set up board of directors or executive council.
3. Involve FFA members in school, civic and community affairs that will develop an understanding of citizenship responsibilities.
4. Instill in each member his responsibility as a voter and citizen.
5. Conduct a citizenship development program to recognize FFA members' achievements.
6. Teach the meaning of the FFA Constitution and Bylaws and the relationship to the U. S. Constitution.
7. Be an active church member and plan a chapter church attendance activity.
8. Arrange for members to attend a publicly elected body meeting (town council, State legislature, etc.).
9. Encourage member participation in youth activities of farm organizations.
10. Teach the role of agriculture in the national economy.
11. Promote chapter involvement that will encourage eligible persons to vote.
12. Conduct a chapter community service program that will benefit the less fortunate.
13. Have chapter hold a "mock election" for national leaders.
14. Arrange for chapter to participate in Rural-Urban Day activities.
15. Conduct BOAC activities that emphasize citizenship.
16. Promote chapter cooperation with Alumni Association in activities relating to citizenship development.
17. Encourage chapter to instill interest in "citizenship training" to elementary or junior high students.
18. Arrange for a State legislator, judge, etc. to speak to members.
19. Assure FFA meetings are conducted in a democratic manner.
20. Arrange through the National FFA Executive Secretary for use of pageants at banquets featuring Our American Heritage (many are available).
21. Arrange for students to determine necessary "guidelines" for a well informed citizen.
22. Encourage full involvement of members in chapter activities.
23. Teach a unit on the proper use of the FFA Emblem, Flag, Code of Ethics, etc., stressing citizenship.
24. Become involved in the National Chapter Award Program.
25. Orient students prior to visiting historic shrines or monuments.

SERVICE TO OTHERS

1. Base the BOAC program on needs of the community.
2. Use BOAC promotional guide in planning a community service BOAC program.
3. Promote participation in the FFA International Program.
4. Arrange to host a guest from a foreign country.
5. Make arrangements with community groups for cooperative work with chapter.
6. Arrange for appropriate recognition of service clubs at FFA functions for support to chapter.
7. Be an active member of a community service organization.
8. Expand on the "community service" area in the Program of Activities.
9. Order resources to use in planned activities, i.e. trees, flowers and needed items.
10. Assist in establishing "action groups" to identify and coordinate services to local individuals and groups.
11. Coordinate FFA and FFA Alumni activities.
12. Work with State Safety Council.
13. Provide information about International FFA Programs.
14. Participate in Farm-City Week.
15. Promote an urban-rural FFA chapter exchange program.
16. Coordinate appropriate program arrangements with State staff personnel.
17. Participate in the National Chapter Awards Program.

INDIVIDUAL ADJUSTMENT

1. Work with school counselor in obtaining and using personal inventories.
2. Arrange a tour to visit different occupational areas to develop career awareness.
3. Insure opportunities for all students to participate in FFA activities.
4. Arrange with school counselor to obtain and administer vocational interest inventories.
5. Work with FFA members in setting up long-time goals for attainments in the FFA.
6. Have students maintain an up-to-date record of participation in FFA activities.
7. Use FFA alumnus and/or young farmers in talking about careers in agribusiness, etc.
8. Provide information about the FFA Foundation **Incentive Awards Program.**
9. Cooperate with the home economics teacher and FHA in teaching grooming.
10. Use a local law officer in teaching the importance of maintaining personal integrity.
11. Have student attend National FFA Convention Career Show and report to chapter.
12. Have students keep a time usage chart and review with students.
13. Teach a unit on individual adjustment.
14. Involve State and National Officers where possible in working with members.
15. Attend State and National FFA Conventions.
16. Attend Area, State and/or Regional Leadership Conferences.
17. Arrange for chapter officers to participate in National Leadership Conferences.
18. Make certain that most instruction is "geared to" career orientation.
19. Demonstrate positive attitude in teaching.
20. Strive for <u>all</u> members to be involved in activities according to needs and interests.
21. Be a good model--set example.
22. Work with school counselor, review files and make certain he works with members.

SOCIAL SKILLS

1. Teach a unit on personal development, including grooming, manners, and good etiquette.
2. Provide instruction and simulated situations for student practice.
3. Use home economics teacher, older members and other resource persons.
4. Insure that students have opportunity to learn about the normal environment.
5. Insure that students use official FFA dress when appropriate.
6. Establish a "big brother" system to develop social skills.

SOCIAL SKILLS (continued)

7. Have students write, then correct all letters before they are sent to the public.
8. Set a proper example for students in dress, manners and personal action.
9. Work with State and National Officers for social development.
10. Use audio and video tape equipment in providing "feedback" in teaching.
11. Provide cooperative instruction and practical experience with FHA group.
12. Provide opportunities for members to practice the use of proper manners, social skills, etc.
13. Use role playing.
14. Practice making proper introductions and use of social skills for banquets and other functions.
15. Follow the Code of Ethics, dress and conduct as outlined in the FFA Manual.
16. Write out or display desirable social skills and abilities.

MANAGEMENT OF FINANCIAL RESOURCES

1. Use financial resource persons (bankers, insurance men, credit bureau persons).
2. Have student keep a record of personal expenses and review these with students.
3. Teach about different methods of saving money and making purchases.
4. Provide awards for excellence in record keeping.
5. Insure that all members are involved in chapter budget planning.
6. Become familiar with local and/or home financial situations, where possible.
7. Visit and work with local credit association.